U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☑ Choice

Name of Principal: Mrs. Barbara Roling

Official School Name: St. Columbkille School

School Mailing Address: 1198 Rush St.
Dubuque, IA 52003-7599

County: Dubuque State School Code Number: 8122

Telephone: (563) 582-3532 E-mail: broling@holyfamily.dbq.pvt.k12.ia.us

Fax: (563) 583-4884 Web URL: www.holyfamilydbq.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Jeff Henderson Superintendent e-mail: DBQASUP@arch.pvt.k12.ia.us

District Name: Archdiocese of Dubuque District Phone: (563) 556-2580

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Arnold Honkamp

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11PV104

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11PV104

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 7

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	17	16	33		7	0	0	0
1	22	21	43		8	0	0	0
2	19	17	36		9	0	0	0
3	15	16	31		10	0	0	0
4	17	22	39		11	0	0	0
5	24	16	40		12	0	0	0
					Total in Applying School:			222

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
1 %	Black or African American
3 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
95 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	2
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2009	239
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 6%

   Total number of students who qualify: 14

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%

    Total number of students served: 9

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	2	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	1	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	4	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	12	0
Special resource teachers/specialists	6	0
Paraprofessionals	5	2
Support staff	2	2
Total number	26	4

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	95%	97%
Daily teacher attendance	95%	97%	96%	95%	97%
Teacher turnover rate	0%	6%	6%	11%	7%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

PART III - SUMMARY

St. Columbkille School is part of the Holy Family Catholic School system serving approximately 270 students in preschool through grade five in the Dubuque, Iowa area. The school was founded in 1896 by Sisters of the Presentation to provide quality academic Catholic education with a gospel infused curriculum for children in the southern area of Dubuque. It became part of a system of Catholic schools in 2001. In 2007 it merged with two other strong parish schools, bringing together students of diverse socio-economic backgrounds. The majority of the students reside in the southern section of the city, including rural areas, drawing from eleven different parishes. While many of the parents have professional careers, there are also those who qualify for free and reduced lunch and significant tuition assistance.

The St. Columbkille School mission matches the system mission:
"Holy Family Catholic Schools, a vibrant learning community, provides families in the tri-state area with Catholic education, early childhood through 12th grade. We commit to teaching a rigorous academic curriculum and fostering a community of faith while nurturing the gifts of each person entrusted to our care. Partnering with parents and parishes, we intentionally promote personal excellence through faith formation, lifelong learning, stewardship and civic responsibility. We embrace peace, justice and service in the name of Jesus Christ."

This school mission guides the curriculum, programs and practices. The vision is that all students reach their potential and be their best selves academically, physically, socially and spiritually. The teachers and staff are committed to drawing out the strengths of each student and implementing the strategies needed to meet this vision. Multiple personnel and structures are in place to assure this happens. St. Columbkille School has a certified special education teacher assisting teachers in specialized interventions and teaching direct instruction to individuals or small groups. Problem Solving teams and pacing meetings between teachers and principal develop accommodation plans to meet the learning needs of students.

The greatest strength is the Christ-centered community that promotes mutual respect and care for each individual. The school provides a safe and structured environment assisting students in self-discipline and motivation to achieve. The strong standardized test scores, consistently above national and state norms, and grade level performance assessments demonstrate the students' push for excellence.

St. Columbkille School has the designation of a Green Vision School. The Green Vision Education Program, through a partnership with community programs and organizations, recognizes schools that practice pollution prevention, recycling, energy efficiency and waste reduction. This award was granted after strong collaboration among staff, students and community members. A committee of teachers created goals, taught staff and students environmental practices, and supported parents in multiple criteria areas over several years. This whole school focus and goal resulted in developing staff and student leaders committed to protecting the environment, especially that of the school. With great pride the original Green Vision award was received, followed by the Conservation award and Litter-Free School designation award.

The school, based on a community of faith, has a strong history of service orientation. As the needs of students are met, they are encouraged to reach out to the needs of others in the school, city, state, nation and world. A variety of service projects teach the students to be grateful for what they have, become aware of other cultures and situations, which encourage them to share their resources and talents. Service is monthly and involves all staff and students. Many of the service projects are fostered in multiage arrangements called Spirit Groups. This structure develops leadership skills with 5th graders, encourages shared learning among the grades and strengthens the sense of community.

Another strength is the developmentally appropriate preschool and pre-K program. The students learn through play while being guided by state certified early childhood teachers. The preschool curriculum provides a strong foundation and smooth transition to the school curriculum. The students enter kindergarten with basic pre-reading and pre-math skills as well as inquisitive minds.

Involvement with one of the local colleges as a Professional Development School enables the teachers to mentor and collaborate with Elementary Education majors and their college professor. This partnership is mutually beneficial and demonstrates a strong desire for teachers to "give back" to their profession. Weekly, the teachers guide the pre-service teachers with lesson construction and implementation. The school hosts student teachers in specialist areas of music, physical education, and guidance, and in the regular classrooms.

Blue Ribbon status is personified in the teachers and their focus on going above and beyond to accommodate student needs. The teachers are dedicated to providing challenging academics and communicating high expectations in all areas. They teach the whole child, guiding each one to become intrinsically motivated. Through on-going in-service, the teachers are updated continually in best practices and technology integration practices.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Careful analysis of the assessment data occurs each winter at St. Columbkille School. This analysis examines data at both a macro and micro level. The five years of reading and math data provided in the data tables exhibits a consistent pattern of high achievement by students in grades 3 through 5.

When evaluating the statistics from a macro perspective, data indicates a steady five-year pattern of average student percentile scores in the 80th of National Student Norms; this, in turn, places the school in the 95th percentile on National School Norms. Fluctuations are due to relatively small number of students in a grade and classes with students possessing significant learning challenges. The consistency of the National Percentile Ranks among the reading and math scores, however, necessitates digging deeper into the data to use National Standard Scores, thus seeking noteworthy trends.

An analysis of the Iowa Test of Basic Skills (ITBS) for the past five years of National Standard Scores shows the students consistently score above national expectations in reading on National Standard Scores; on average 3rd graders 15.2 points above, 4th graders 25 points above and 5th graders 28.4 points above. The same is true in math: 3rd grade 14.4 points, 4th grade 23.8 points and 5th grade 24.8 points. Although this is excellent, yearly growth is the focus. Reading NSS shows an average growth from grade three to four of 28 points with an expected growth of 16 points. The average growth from grade four to five on the same test is 17.8 points, with the expected growth at 14 points. Such growth is seen not only in the area of reading, but also in math; grade three to four achieved an average growth of 26 points, while grades four to five experienced an average growth of 16.25 points.

An analysis of data was also conducted using achievement indicators. A designation of "Low" means below the 40th percentile; "Intermediate" includes 40th percentile to the 90th percentile, and "High" equals above the 90th percentile. Trends become evident in the small number of students scoring in the low category. The data for the reading tests over the past five years indicates an average of fewer than three students at the fourth grade level scoring below the 40th percentile. The data for the math subtests indicates an average of fewer than two students at the fourth grade level scoring below the 40th percentile.

Additional data analysis reveals that a very high percentage of students perform at the high level in both the reading and math subtests of the ITBS. A five-year mean score indicates that an average of more than 33% of the students at the fourth grade level performed at the "high" level in reading. Similarly, more than 46% of the students in grade four performed at the high level on the math subtests.

While not a required state of Iowa test, St. Columbkille School uses Dynamic Indicators of Basic Early Literacy Skills (DIBELS), an individually administered test, to provide standardized data on early reading skills for students K-2. This information, calculated three times a year, demonstrates areas of student strengths and weaknesses, growth charts, and confirmation of appropriate groupings, all of which contribute to differentiated instruction.

Changes have been made in the curriculum based on standardized assessments to assist student growth. A few years ago the trend was for low scores in the math computation subtest. Practice timed tests were formulated and used after review sessions. Students recorded answers in a manner similar to the standardized tests. Growth was measured the first year. Students taking the test for the first time reported less anxiety and confusion about recording answers from test booklet to answer sheet. Another year we concentrated on specific strategies to build science vocabulary based on test results. The strategies improved our classroom assessments as well as the standardized tests. A new science curriculum was chosen based on research that showed improvement in test scores and an emphasis on science vocabulary.

Often the groupings of students in reading and math are changed due to the test results in order to challenge or provide more support to particular students.

A satisfactory explanation for the high achievement among students might be accounted for in the comprehensive curriculum, parental interest and support, differentiated instruction, high attendance records for teachers and students alike, a consistent problem solving design, and strong school leadership. High scores result from these strong roots.

2. Using Assessment Results:

Soon after receiving our standardized Iowa Tests of Basic Skills (ITBS) results the principal studies the trends, grade level scores, cohort growth and individual student growth. Graphs and charts are created showing growth over time in reading, math and science in both grade level and cohort data. A list of strengths and areas of growth is compiled from the itemized analysis data.

Teachers meet to analyze this data and study each category on ITBS. School goals and focus areas are established. With teaching partners, the teachers list strategies they plan to implement for each area of growth in their grade level, as well as which strategies to continue based on strength areas.

Teachers are provided a chart of students performing in the low and high area in reading, math, science, vocabulary and the school goal area of the previous year. Current interventions for the students are discussed. Teachers brainstorm and formulate strategies for each student in the given area. Students scoring in the low area receive intense accommodations and students scoring in the high area are provided enrichment activities.

Kindergarten through second graders are administered the DIBELS tests to determine pre-reading and reading skills. Students performing below the benchmark receive specific interventions to learn or improve their skill. Students are progress monitored between testing periods.

Parallel with utilizing the formal summative assessment data, teachers use formative assessments to guide daily instruction, methodology and strategies. Curriculum theme and chapter tests, running records in reading, and project rubrics are a few of the data points for making decisions. The data indicates when students need re-teaching, further practice or progression in the material. Teachers continually look at their students' performance to make decisions regarding student learning and their teaching.

Both summative and formative assessment data are discussed during the monthly pacing meetings between teachers and principal. Students performing below benchmarks or grade level are discussed at the unit level Problem Solving meetings. The Problem Solving meetings involve the unit teachers, special needs teacher, guidance counselor and principal discussing data and designing specific interventions/accommodations for individual students. If further interventions are needed the AEA (Area Education Agency) is involved in the process. Additional strategies are implemented and monitored with assistance from the AEA school psychologist. Further testing from AEA is available, if needed, for more information regarding student-learning needs.

3. Communicating Assessment Results:

Parents receive the standardized test data of the Iowa Tests of Basic Shills with an accompanying detailed report and letter of explanation. They are invited to set an appointment with the principal, teacher or system curriculum director for further clarification.

The weekly school newsletter, available on-line, publishes class results in chart and graph format. It also spotlights students' participation in special projects and contests. The school and system website reports system ITBS data. The local newspaper reports the 4^{th} 8^{th} and 11^{th} grade data of math, reading and science of each school in Dubuque.

Teachers meet formally twice a year with parents and students at fall and spring parent-teacher-student conferences. The conferences share formative assessment data and student self-assessments and goals. Teachers meet individually with students to examine student effort and progress. They then set goals for independent reading, work habits and behavior. Technology based projects are displayed for conferences along with student work in all curriculum areas.

Twice a year, at the semester and end of the year, standard based progress reports are written and sent to parents reporting how the student is progressing compared to Archdiocesan benchmarks. Each standard has an evaluative measure and detailed narrative.

Following the monthly unit Problem Solving meetings, teachers or principal inform and update the student's parents on strategies and interventions implemented. Weekly folders are sent home with daily work and formative assessment results. The K-2 teachers send home weekly updates on student behavior and work habits. 3rd-5th grades utilize the daily assignment notebook as a communication tool with parents. Teachers communicate frequently via email, phone calls, notes and meeting with parents.

Each May our *Curriculum Showcase Open House* is held for the community. Every grade highlights student projects, work, and technology projects. Students demonstrate to parents, grandparents, older and younger siblings and friends their academic skill and use of technology programs.

Throughout the year, parents are invited to participate in many unit culminating activities and projects. This ranges from music programs for Christmas and spring, to Kindergarten plays highlighting the 5 senses, to 3rd grade sharing PowerPoints and i-movies with their local history unit, to viewing DVDs of students' choral reading or acting out an American Revolution event. PDS students collaborate with the elementary students and teachers in many of the events.

4. Sharing Lessons Learned:

Through the PDS (Professional Development School) with Loras College, the teachers mentor education majors. Each semester classroom teachers work closely with different clinical students guiding them through various teaching experiences. Teachers model best practices, help the clinical students develop lessons, support them during the teaching of the lesson, and professionally discuss all aspects of teaching. Twice in the semester the teachers provide evaluative formal feedback to the college student. In the past four years the teachers have mentored more than 90 pre-service teachers! This is a significant professional sharing that creates a "ripple effect" when these new teachers subsequently work with students and faculties of their future schools.

At least once a year at a system-wide professional development day teachers collaborate in their grade level and specialist areas, share successful strategies and lessons and learn new skills. Following each session the teachers reflectively write what they learned and how they will use this information in their classrooms. These reflections are shared with the principal and curriculum director.

Most of the teachers have participated in the diocese's Technology Curriculum Leaders (TCL) program learning about problem-based learning and brain-based education. The teachers form professional learning communities designing a unit for their students based on the research and ideas learned. The teachers share their units and findings with their TCL groups from other schools as well as with their own school.

Students have presented at parish and community functions their ecology efforts with Green Vision. They shared the recycling efforts at a community wide Earth Day celebration three years ago. Last year they manned a booth during an Energy Awareness event sponsored by a city organization. Yearly a group of 4th or 5th graders teach the school's environmental focus to the younger students and to the school community at the Curriculum Showcase.

The principal and curriculum director presented the schools' technology integration success at the National Catholic Education Association's annual conference in Minneapolis, Minnesota this past spring. They shared their plan, training, structure and ideas from the teachers and students to more than 150 participants. They have been invited back to present an update on their progress. They also, along with the technology integration coordinator, led a session on technology integration at the local AEA (Area Education Association) meeting of principals and curriculum directors.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum implements the Iowa Core, Archdiocesan standards and Grade Level Expectations. These are aligned with the Iowa Tests of Basic Skills. The reading curriculum focuses on reading purpose, meaning and enjoyment. Leveled readers provide an appropriate match between reader and text. Word skills and meaning are emphasized in narrative and expository selections. Language arts skills of listening, speaking, and writing are integrated. Students are explicitly taught comprehension skills. Math curriculum focuses on problem solving, concepts of numbers, computation skills, measurement, geometry, data analysis, probability, and functions of algebra. Science instruction includes physical, life and earth/space science, as well as science and technology. Social Studies incorporates information, skills and concepts from the disciplines of history, geography, economics and sociology with attention given to connections among people and the ways to practice good citizenship.

Purposeful instruction is delivered with set objectives written on the board for students to view. In third to fifth grade students transpose the objectives into their assignment notebooks with their practice and extension assignments. Teachers incorporate the research-based strategies of Marzano, Bloom's Taxonomy of higher-level thinking and Gardner's Multiple Intelligences when designing their lessons and units. Focus is on creating student-centered lessons and assisting students in making connections in their learning and across curriculum areas. Writing across the curriculum has been a major emphasis, including science and social studies. Science is inquiry-based and social studies incorporates numerous projects integrating technology and literature.

Another dimension of purposeful instruction includes skills and concepts presented to the whole group, with support or enrichment instruction differentiated in flexible achievement groups. Small groups in math and reading are based on formative assessments. Differentiation happens with pacing of material, amount of concrete examples/manipulatives and level of rigor. Trained associates reinforce skills, especially with the students scoring below benchmarks.

High expectations are communicated to students and reinforced through parent partnership. Students are provided rubrics outlining what is required for each project and writing assignment. The projects demonstrate student learning and understanding of material. Student goal setting and self-assessment build ownership. Grades are not given; instead progress is reported to students and parents through standards-based progress reports, emphasizing the learning that is happening for each student. In all curriculum areas technology is utilized to assist students in sharing PowerPoints, i-movies, garageband projects and polished writing pieces with parents, PDS college students, classmates, students from other schools and other grades. For example, third grade students work with Loras College elementary majors on researching a Dubuque site in the Dubuque History unit. Third graders research in small groups their site using a webquest, interviewing local historians, and visiting the site to take photos. They organize their material for an oral presentation, often incorporating i-movies and dramatic re-enactments, for parents and community members.

Weekly, all students are engaged in meaningful art and music classes and activities. Art classes teach art concepts, techniques and processes through different medium to reach students of differing abilities and interests. Art history and appreciation is built in by study of different artists at each grade level. Art contests from various organizations are coordinated. Music classes encourage exploration with singing, dance/movement, instruments and computerized keyboards. All students perform musical selections at the annual GrandPerson's Day, Christmas program and Spring Concert. Students rotate as song leaders at weekly mass. Fifth graders participate in a Choral Festival featuring choirs from fifth through college age. A student choir sings at community functions including leading liturgy singing at affiliated parishes, along with a fifth grade bell choir. A system-wide Art and Music Festival displays multiple art projects, along with a choir performance. *Opera Iowa*, brought in every four years, and the city Artist in

Residence program four to five times a year, expose students to a myriad of music styles. The accompanying teacher guides are used to increase student learning and appreciation.

Projects and activities throughout the school year address the physical and nutritional health of the students. In physical education classes, students learn teamwork, utilize their own physical strengths, develop coordination and explore interests through movement. Students are encouraged to develop life-long active life habits. Science, guidance, and physical education classes cover information regarding the body's functioning systems and on developing healthy nutritional choices and habits. School-wide projects include a 100-day participation in the *Live Healthy Iowa Kids!* program designed to instill values for personal health and wellness and parent involvement in offering healthy birthday treats and altering fundraisers to meet the Iowa Healthy Kids Act. Active attention to making healthy choices for minds, bodies, and spirits occur during Red Ribbon Week, participation in the Jump Rope for Heart and Presidential Fitness programs and support of a local college's dance marathon. Teachers are also expected to become certified in First Aid and AED/CPR administration.

2. Reading/English:

The school reading curriculum incorporates a balanced literacy approach with application across all curriculum areas. For reading instruction, a research-based framework text with high interest, fiction and nonfiction leveled readers is utilized. Students hear and read good literature and are taught reading skills in whole group. Skills are practiced and applied in flexible achievement groups using a guided reading approach where students read texts matched to their instructional level. Teachers guide the students in small group through word attack, vocabulary and comprehension skills. Literature circles and book-talks are used in grades 4-5 to provide students opportunities to apply reading strategies using quality literature. Reading is extended to the content areas of science and social studies with emphasis on providing nonfiction texts for increased student engagement. Time during the school day is set aside for independent reading and teacher read alouds, utilizing well-stocked school and classroom libraries.

The mission statement commitment of "nurturing the gifts of each person" propelled the selection of this well-balanced, comprehensive language arts approach. The reading series provides both extra support materials for students needing assistance *and* enrichment activities. The program provides integration of language arts skills, with emphasis on writing.

Foundational reading skills begin in kindergarten with attention to the phonological structure of oral language through frequent read alouds, word patterns and word play. In all grades, word strategies for decoding, use of context, and vocabulary building are presented to the whole class. Small guided reading groups follow. Teachers set purposes, activate prior knowledge, build vocabulary, and monitor reading of each story to assist students in comprehension. Daily follow up activities reinforce strategies, in addition to leveled readers sent home.

Students set reading goals and take Accelerated Reader comprehension quizzes which are closely monitored by classroom teachers. Student goals are combined to create a school goal, which is monitored and encouraged weekly by the principal.

Through use of running records, reading text theme tests and the *DIBELS* assessment, teachers know students' oral reading and comprehension levels. Students "below benchmark" meet with the teacher in small group for specific instruction and are provided extra support from trained classroom associates. The certified special education teacher shares additional interventions and strategies with the classroom teachers and, when needed, works directly with the students. Students at and below grade level are given intensive "jump start" review sessions to review reading skills lost over the summer.

3. Mathematics:

The strength of the mathematics program lies in the opportunities presented for real-life applications of mathematics. The program has a strong emphasis on problem-solving and application in concepts and

skills. In K-2 classes, hands-on activities and manipulatives are used to build a strong foundation. While grades 3-5 use manipulatives and visual representations to learn problem-solving strategies, analyze information, and interpret solutions. Specific skills are targeted for each grade level aligned with the Iowa Core Curriculum and the Archdiocesan grade level expectations. Small group instruction is the norm for all grades though large group instruction serves some lessons well. Small group instruction differentiates through pacing, levels of difficulty and test format. Re-teaching lessons, enrichment opportunities and various levels of problem solving challenge all levels of learners.

Thinking strategies, rather than memorization, teach the basic facts for all four operations. Each grade level has a predetermined expectation for mastery of basic facts. Assistance is provided for students to reach their self-selected goals through the use of special needs teacher, associates, and parent volunteers, several of who are former teachers. The First in Math website challenges and motivates students to improve their math skills. This program is available to students at school and at home.

The NCTM Standards are integrated into each unit, along with spiral reviews and formative assessments for each chapter and unit. Built-in assessments occur throughout the year, increasing success on the Iowa Tests of Basic Skills. Following study of standardized test results, the staff set a goal to improve computation scores. A weekly computation test was implemented and given to each student in grades 3-5 using a format similar to the ITBS. After reviewing previously learned skills, practicing these skills almost daily, and using the weekly computation tests, our ITBS scores in the area of computation significantly improved. Fractions appeared as an area of concern during item analysis of the ITBS. Grade appropriate instruction is provided on fractions at all grade levels to improve this area. During monthly pacing meetings between principal and individual teachers, the content of instruction and pacing of material is continuously discussed and reviewed with plans for improvements when needed. Several teachers, collaborating with Loras College, engaged in the Japanese "Lesson Study" discovery approach to math. This supervised opportunity for peer evaluation increased awareness of math methods, which "spilled over" to the total faculty.

4. Additional Curriculum Area:

St. Columbkille's mission statement commitment to provide "a vibrant learning community" is fostered through the emphasis on technology integration. Students are taught that technology is a tool for learning and not a separate class or area to learn. With technology, learning becomes interactive, up-to-date and targeted toward students' needs. Technology assists teachers in implementing the strategies of Robert Marzano and in differentiating instruction by providing many avenues for learning. Through teacher facilitation, student interest and engagement create the vibrant atmosphere the school seeks.

Increased student engagement, motivation and interest assist the mission statement focus on a "rigorous academic curriculum." Every teacher has a laptop and the laptop carts provide a 3:1 ratio of laptops to students. The carts are wheeled into the classroom when students need them for their coursework. Teachers create learning experiences utilizing technology with relevant application. Students practice concepts, engage in higher order thinking and problem solve. Teachers bookmark and direct students to websites for research in social studies, science, reading, religion and music and for reinforcing reading and math skills. Students in 3rd-5th grade have created PowerPoints and i-movies of self-chosen topics in a content area. They learn the skills of research, organizing ideas, writing skills, proofreading, editing and speaking skills. Beginning in kindergarten and through all grades, students learn word processing skills as they create documents highlighting their content knowledge. For example, kindergartners create an ABC book with words they typed and pictures they copied from clipart that begin with each specific letter. First graders design a detailed web using a program entitled *Inspiration* for their science assessment. All students write either an expository or narrative composition, type it into a publishing program and print out their own mini book. A variety of graphic organizers assist the students in organizing the information they are studying. Students from 2nd-5th grade have access and time during school and at home to strengthen math skills via a web-based program. Students in all grades assess their comprehension of independent books through the Accelerated Reader program.

Technology has sharpened and increased communication with parents. Teachers have their own school supported blog and website, sharing the student assignments and projects. The website also indicates students' progress in each standard on the standard-based progress report.

5. Instructional Methods:

A strength of St. Columbkille School lies in meeting student learning needs through various means of differentiated instruction. The Area Education Agency provided teacher information and instruction on creating tiered lessons/assignments. Students are taught in flexible achievement groups in reading and math, especially in the primary grades. This assists the teachers in targeting student needs and challenging appropriately to learn within their rate and range. Frequent assessments, such as running records, text-based theme assessments, observations, and standardized assessments drive lesson designs, student placement and pacing within a group. Teachers, having been formally trained in the Marzano strategies, utilize graphic organizers, summaries, analogies, reinforcing effort and providing recognition, cooperative learning, etc., all of which help students achieve greater success. The technology focus promotes multiple differentiation opportunities for students.

Instruction is modified according to the achievement level of the students. Use of leveled readers, along with pacing of the material, provides one example of modification. Student strengths, interest and learning styles are considered when delivering instruction and assigning projects. Teachers honor student choices in selection of workstations, learning games, research topics and projects. Assignments are modified in quantity, depth of knowledge shared and presentation of knowledge gained. The level of manipulative use and concrete examples vary according to student needs, especially in intermediate grades. Teachers differentiate projects by offering small groups, partners or individual completion. Students choose how they want to share what they have learned in their projects. Students create murals, power points, essays, poems, posters, songs, dramatic speeches (as the historical person) and other presentations involving technology.

Instruction is supplemented based also on student needs. Students are allowed to move beyond grade level material. Cross grading is also an option. Based on achievement scores a fourth grade student currently attends a fifth grade math group. Literature circles supplement the reading curriculum. The Accelerated Reader program encourages students to read a variety of books for understanding. Many contests are offered, such as Geography Bee, Spelling Bee, poetry contests, and math competitions. Students also enter essay and art contests for Martin Luther King, Jr. Day, Fire Prevention Week, Vocation Awareness and Right to Life Awareness, to name a few. Students participate in Area Education Agency and local community events including Energy Inquiry Event, Eco-Meet, and Math Problem Solving Day. Twenty percent of the school's students attended an outdoor education summer program held at school that emphasized maintaining reading and math skills.

6. Professional Development:

Student learning and increased achievement are the basis of the professional development. Staff development decisions are based on student data, teacher needs (formulated from teacher surveys), principal input, and state and Archdiocese requirements. The program is designed collaboratively with system principals and curriculum director. Ongoing professional development includes seven full days of teacher in-service (four prior to opening of school) and monthly early dismissal days. One and one-half days focus on Catholic Identity, which highlights the formation of all aspects of the teacher's life: human, spiritual and intellectual. Two full days, embedded in the year, highlight a professional development focus and direction from national or Area Education Agency speakers to discuss the focus area with all system teachers, as well as specific training sessions led by teachers. The monthly early dismissal in-services focus on training and implementation of school and teacher career goals. Whenever appropriate, classroom associates are included in the trainings and in-services.

Professional development supports the career plan of each teacher (developed individually or with a partner). The career plan is based on student achievement with the year's professional development focus

in mind. These plans include a general focus goal and specific goals targeted at data use. The teachers describe the indicators of measuring success and match the goal to Iowa Teaching Standards, Archdiocese Grade Level Expectations/Iowa Core standards and student achievement goals. Specific strategies, activities for teachers and students and products are listed on the plan.

Career plans are monitored at the monthly principal-teacher pacing meeting via analysis and discussion of student achievement. The plans, adjusted as needed, promote increased student learning. Teachers share their final reports and reflections with the principal and other teachers before placement in teachers' files.

Monthly early dismissal days support Career Plans and provide application training in general professional development focus. Recent focus areas include Characteristics of Effective Instruction and Marzano strategies and differentiation. Teachers learn strategies, share and apply them, reflect and report on the effect on student learning. *Active* teaching practices aimed at specific student strengths and needs have resulted from the specific application of the Marzano strategies coupled with principal-teacher pacing meetings.

Additional training and learning opportunities are available for staff through the Archdiocese's TCL (Technology Curriculum Leaders) program, the Japanese "Lesson Study" in math and our system's Monday Night Technology. These programs provide theory and application based on improving student achievement.

7. School Leadership:

St. Columbkille School offers a shared leadership philosophy and structure. All staff members are part of the team, with individuals taking a dimension of leadership. The principal serves as a catalyst for the school leadership structure by guiding, coordinating, encouraging and supporting activities and programs that influence student achievement.

Community of faith committees, with staff from multiple grades, monthly organize and lead staff and students in activities promoting faith, service and community building. They plan all-school prayer services and coordinate service projects teaching students about world, nation, state, city, and school needs. The school is organized in spirit groups **(**multi-age groups of students) for implementation of community building activities.

Staff meets weekly in units or as whole staff. Unit leaders formulate the vision and plan, returning to small unit groups for input and/or implementation.

Problem Solving meetings are held monthly in units to discuss student concerns. Teachers, the special needs teacher, guidance counselor and principal share strategies to assist students with various behavioral or academic concerns. The guidance counselor focuses on behavioral concerns and the special needs teacher on academic concerns. After analyzing student data, interventions are discussed extensively and reviewed in following problem solving and pacing meetings.

When students' needs indicate required services beyond the school, the needs are discussed at the monthly Area Education Agency (AEA) meeting. This *TEAM* consists of an assigned school psychologist, special needs teacher, guidance counselor, and principal. Resources are available from the AEA.

Pacing meetings are regularly scheduled times for teacher and principal to discuss instructional improvement and program pacing of each instructional group and individual students. This is an extension of the Problem Solving meetings geared to studying and implementation of individual student strategies. These meetings promote mutual accountability and shared responsibility for instruction and meeting needs of students.

The efforts in becoming a Green Vision school illustrate the effectiveness of St. Columbkille School leadership. The principal brought to a team of interested staff the qualification ideas. The team fleshed out the details of implementation. They presented to the whole staff, which in turn shared with their students. A core group of students were trained and subsequently taught the younger students. The Green Vision team met frequently to assess progress, plan next steps and organize additional trainings and activities. Recognition resulted in the first year with yearly awards, all due to the combined leadership efforts of the team.

PART VI - PRIVATE SCHOOL ADDENDUM

11PV104

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

$2270	$2270	$2270	$2270	$2270	$2270
K	1st	2nd	3rd	4th	5th
$	$	$	$	$	$
6th	7th	8th	9th	10th	11th
$	$				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) $6075

5. What is the average financial aid per student? $1420

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 14%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 41%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Oct
SCHOOL SCORES					
Average Score	87	75	81	74	79
Number of students tested	37	37	42	35	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV104

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Oct
SCHOOL SCORES					
Average Score	86	70	80	74	74
Number of students tested	37	37	42	35	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV104

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Oct
SCHOOL SCORES					
Average Score	86	88	85	83	82
Number of students tested	40	44	64	35	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV104

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Oct
SCHOOL SCORES					
Average Score	80	83	80	80	81
Number of students tested	40	44	63	35	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV104

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Oct
SCHOOL SCORES					
Average Score	85	79	74	83	78
Number of students tested	45	65	56	33	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV104

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Oct
SCHOOL SCORES					
Average Score	85	81	77	80	79
Number of students tested	45	65	56	33	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV104